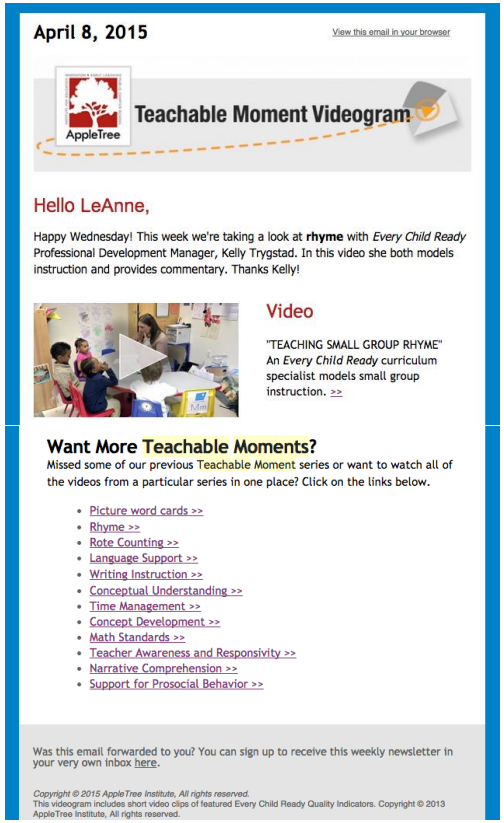
It Takes a City

DC Does it Best!

Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool



April 8, 2015

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AppleTree

Teachable Moment Videogram

Hello LeAnne,

Happy Wednesday! This week we're taking a look at **rhyme** with *Every Child Ready* Professional Development Manager, Kelly Trygstad. In this video she both models instruction and provides commentary. Thanks Kelly!

Video

"TEACHING SMALL GROUP RHYME" An *Every Child Ready* curriculum specialist models small group instruction. >>

Want More Teachable Moments?

Missed some of our previous Teachable Moment series or want to watch all of the videos from a particular series in one place? Click on the links below.

- Picture word cards >>
- Rhyme >>
- Rote Counting >>
- Language Support >>
- Writing Instruction >>
- Conceptual Understanding >>
- Time Management >>
- Concept Development >>
- Math Standards >>
- Teacher Awareness and Responsivity >>
- Narrative Comprehension >>
- Support for Prosocial Behavior >>

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AppleTree

Amponsah Nkansah
Every Child Ready Curriculum Specialist

Annena Younger
Every Child Ready Curriculum Specialist

Lydia Carlis, PhD
Chief of Research and Innovation

AppleTree Institute for Education Innovation

- Nonprofit that develops and provides proven early childhood education programs to the most underserved three- and four- year olds to close the achievement gap before students enter kindergarten.

- Developers of ***Every Child Ready***, a comprehensive program that includes a two-year PS and PK curriculum, a professional development model and assessments

- Serve close to 1800 children, birth-to-five, in Head Start community-based and public charter school settings in Washington, DC.

Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool

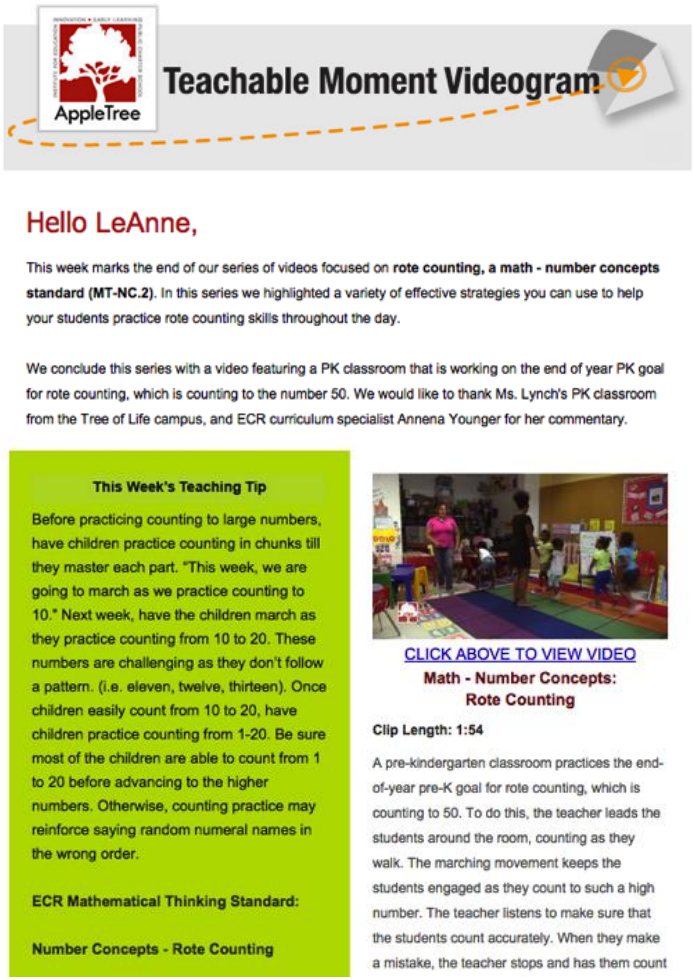
The Challenge

- Develop pedagogical and content knowledge of a workforce characterized by limited content specific training and/or experience and high turn-over
- Build capacity to implement the ***Every Child Ready*** model with consistent high-quality and fidelity at scale
- Provide data-driven, research-based professional development resources to current and future implementers of ***Every Child Ready*** and the early childhood educator community
- Leverage technology to effectively and efficiently reinforce, enhance and extend current face-to-face professional development model

Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool

- Brief videos modeling a targeted classroom quality indicator or content standard (1 ½ - 4 minutes)
- Data-driven selection of just-in-time professional development topics and featured teacher
- Embedded commentary by curriculum specialists
- Distributed to over 500 subscribers via a weekly email
- Archived in the Vimeo on-demand video library

Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool



AppleTree

Teachable Moment Videogram

Hello LeAnne,

This week marks the end of our series of videos focused on **rote counting, a math - number concepts standard (MT-NC.2)**. In this series we highlighted a variety of effective strategies you can use to help your students practice rote counting skills throughout the day.

We conclude this series with a video featuring a PK classroom that is working on the end of year PK goal for rote counting, which is counting to the number 50. We would like to thank Ms. Lynch's PK classroom from the Tree of Life campus, and ECR curriculum specialist Annena Younger for her commentary.

This Week's Teaching Tip

Before practicing counting to large numbers, have children practice counting in chunks till they master each part. "This week, we are going to march as we practice counting to 10." Next week, have the children march as they practice counting from 10 to 20. These numbers are challenging as they don't follow a pattern. (i.e. eleven, twelve, thirteen). Once children easily count from 10 to 20, have children practice counting from 1-20. Be sure most of the children are able to count from 1 to 20 before advancing to the higher numbers. Otherwise, counting practice may reinforce saying random numeral names in the wrong order.

ECR Mathematical Thinking Standard:

Number Concepts - Rote Counting

CLICK ABOVE TO VIEW VIDEO

Math - Number Concepts: Rote Counting

Clip Length: 1:54

A pre-kindergarten classroom practices the end-of-year pre-K goal for rote counting, which is counting to 50. To do this, the teacher leads the students around the room, counting as they walk. The marching movement keeps the students engaged as they count to such a high number. The teacher listens to make sure that the students count accurately. When they make a mistake, the teacher stops and has them count

Example of Math Content Standard Focused Teachable Moment

Rote Counting consistently identified as an area of need for students

Student performance in Rote Counting

	BAS	PM1	PM2	PM3
Viewers (PS)	0.52	0.85	1.22	1.65
Clickers (PS)	0.57	0.95	1.26	1.66
Non-Users (PS)	0.42	0.9	1.21	1.45
Viewers (PK)	1.3	1.74	2.09	2.43
Clickers (PK)	1.28	1.74	2.11	2.48
Non-Users (PK)	1.23	1.62	2.01	2.31

Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool

Alignment with Principles of High Quality Professional Development and Adult Learning

- Job-embedded and relevant to real world challenges
- Competency-based with clear articulation and modeling of behaviors required for teacher success
- Ongoing with multiple opportunities to see best-practices
- Focused on small number of targeted learning goals; opportunities to deepen content knowledge and pedagogical skills
- Available anywhere, anytime with some element of choice based on personalized areas of need and interest

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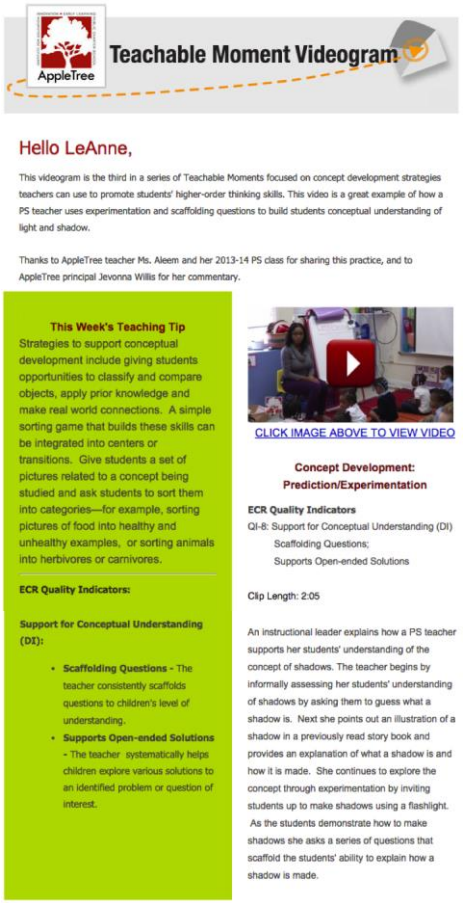

AppleTree

Teachable Moment Videogram

Hello LeAnne,

This videogram is the third in a series of Teachable Moments focused on concept development strategies teachers can use to promote students' higher-order thinking skills. This video is a great example of how a PS teacher uses experimentation and scaffolding questions to build students conceptual understanding of light and shadow.

Thanks to AppleTree teacher Ms. Aleem and her 2013-14 PS class for sharing this practice, and to AppleTree principal Jevonna Willis for her commentary.

This Week's Teaching Tip

Strategies to support conceptual development include giving students opportunities to classify and compare objects, apply prior knowledge and make real world connections. A simple sorting game that builds these skills can be integrated into centers or transitions. Give students a set of pictures related to a concept being studied and ask students to sort them into categories—for example, sorting pictures of food into healthy and unhealthy examples, or sorting animals into herbivores or carnivores.

ECR Quality Indicators:

Support for Conceptual Understanding (DI):

- **Scaffolding Questions -** The teacher consistently scaffolds questions to children's level of understanding.
- **Supports Open-ended Solutions** - The teacher systematically helps children explore various solutions to an identified problem or question of interest.

CLICK IMAGE ABOVE TO VIEW VIDEO

Concept Development: Prediction/Experimentation

ECR Quality Indicators

QI-8: Support for Conceptual Understanding (DI)
Scaffolding Questions;
Supports Open-ended Solutions

Clip Length: 2:05

An instructional leader explains how a PS teacher supports her students' understanding of the concept of shadows. The teacher begins by informally assessing her students' understanding of shadows by asking them to guess what a shadow is. Next she points out an illustration of a shadow in a previously read story book and provides an explanation of what a shadow is and how it is made. She continues to explore the concept through experimentation by inviting students up to make shadows using a flashlight. As the students demonstrate how to make shadows she asks a series of questions that scaffold the students' ability to explain how a shadow is made.

Example of Quality Indicator Focused Teachable Moment

Concept development consistently identified as an area of growth for teachers

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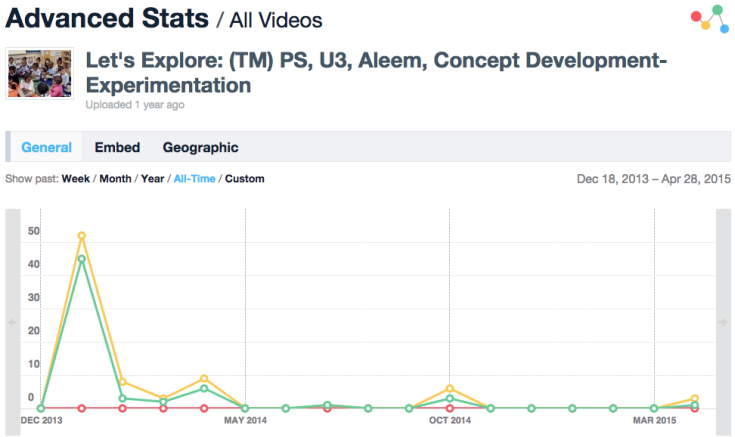
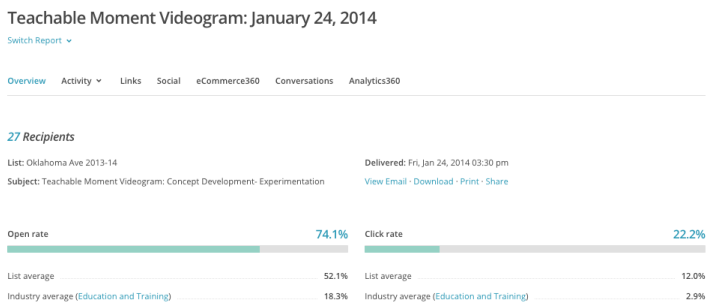
Vimeo and MailChimp Analytics



- Number of video views by date
- Tracks comments, likes, total loads and total plays



- Top campaigns
- Number of opens & clicks (video viewing)
- Top links clicked
- Subscribers with most opens

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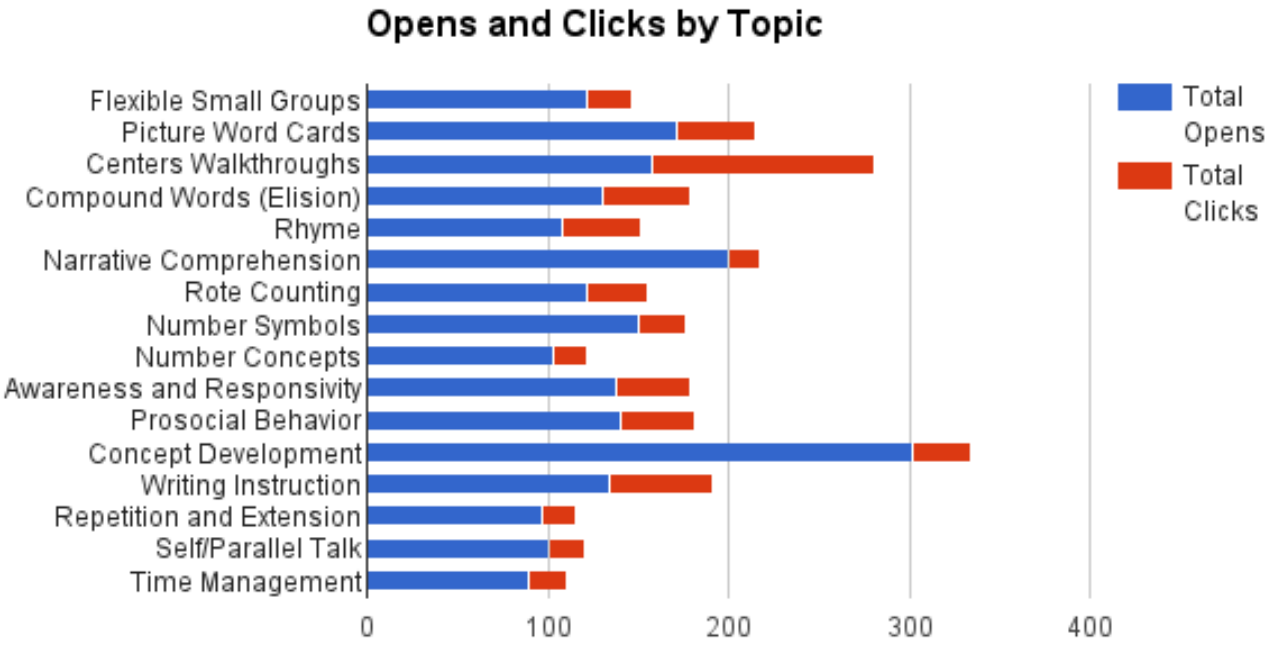

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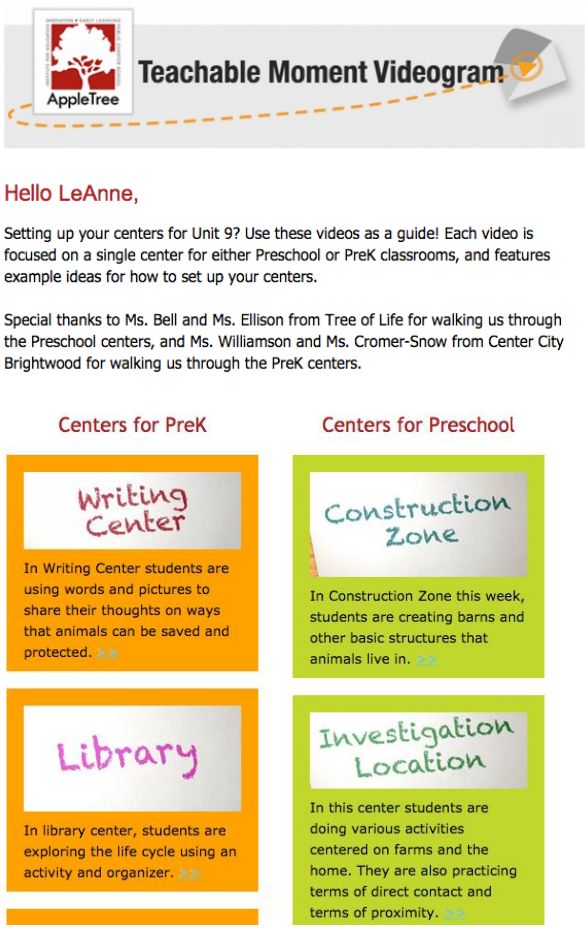

Example of Teachers Sharing Best-Practices Teachable Moment

New implementers to the curriculum requested these Centers Walkthrough resources by unit

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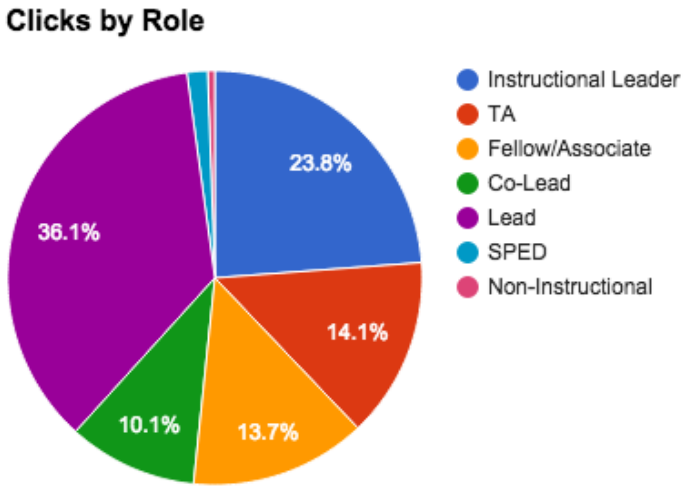
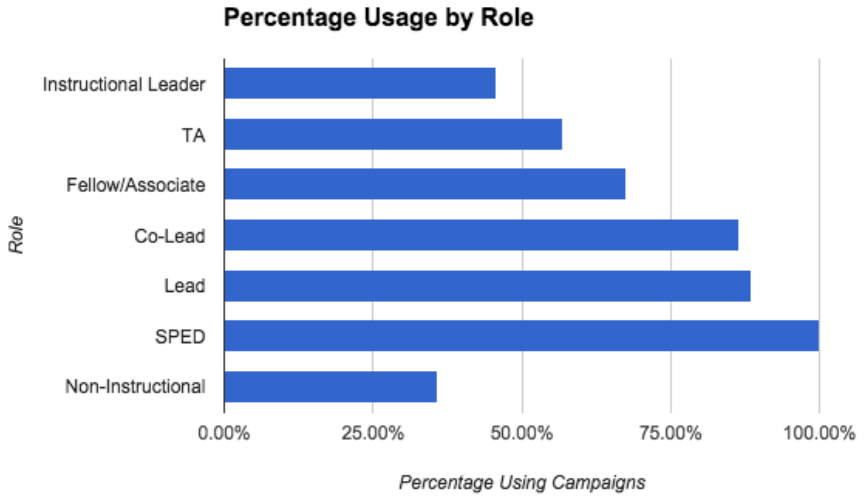
Use Data Observations





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Feedback – comments from teacher surveys

"As a new educator to Every Child Ready curriculum, the Teachable Moments are helpful because they guide me in understanding how to implement each part of the curriculum to fidelity. They assist me in classroom management, transitions, flexible small groups and morning meetings."

"There is always an aspect that I can incorporate in my room in some way."

"One of the strategies that I have implemented from the Teachable Moment is rote counting. When children are counting their numbers and skip one of the numbers, I have them repeat the counting process and share with them shy he or she has to repeat the process. I like this strategy because it gives the child the opportunity to understand their mistake and recount."

" In the centers walkthrough videogram of the astronomy and space unit I found the Exploration Station ideas very helpful and implemented them in my classroom last week (i.e. measuring the moon crater and having students write the numerals.)"

It's a nice tool to use when trying to understand how to implement the various aspects of Every Child Ready and QI/CLASS measures."